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| *The Life of a Plastic Bag* |
| *ELA/Science Grade 4 The lesson is designed as part of a unit on plastic* ***Approximately 4 weeks in duration*** |
| Standard(s) addressed: |
| [CCSS.ELA-LITERACY.W.4.1](http://www.corestandards.org/ELA-Literacy/W/4/1/)  Write opinion pieces on topics or texts, supporting a point of view with reasons and information. |
| Student learning objective: |
| ***Students will be able to:***   * Sort recyclables. * Express their point of view in sentences. * Connect their home life to their school life. |
| measurable achievement goal: |
| Given the experience of cleaning up their classroom, sorting recyclables and expressing their thoughts, points of view and feelings in writing. |
| Materials required: |
| * *Various trash plastics, cardboard, paper and glass products* * *Recycling bins* * *Trash bins* * *Scissors, glue, pencils and paper* |
| Procedure: |
| 1. *Lesson Introduction (2 minutes):*  * ***Students will walk into the classroom and see a big mess of trash, plastic, paper and glass products strewn about their classroom.***  1. ***Guided Lesson (20 minutes):*** 2. ***Teacher will ask students what has changed in their classroom, how it makes them feel and ask what do you think we should do about it?*** 3. ***Teacher will then introduce new recycling bins: Plastic/glass and paper bins*** 4. ***Teacher will explain that this is our classroom environment and it is our job to keep it clean. Teacher will then explain that what they see in around their classroom is not all trash!*** 5. ***Teacher will then explain that a lot of the trash in our classroom can be recycled.*** 6. ***Teacher will then display a K/WL chart about recycling*** 7. ***Students will then participate by explaining what they know about recycling.*** 8. ***Teacher will then introduce the new bins that will help us sort through this mess.*** 9. ***Teacher will then pass around examples of each recyclable category, allowing students to feel and interact with the recyclables*** 10. ***Students will then have guided practice with one item to place in the appropriate bin independently.*** 11. ***Teacher will then allow students time to clean up and sort the mess.*** 12. ***Teacher will then check in the bins.*** 13. ***Students will then return to the K/WL chart to add anything they may have learned about recycling.*** 14. ***Independent Practice (10):*** 15. ***Students will then be given a task where they will be asked to sort the trash and recyclables.*** 16. ***Differentiation:***  * ***group a: including laminated pictures of trash, plastics/ and paper products, they will place into appropriate colored small bins to represent the new bins in the classroom*** * ***group b: Students will use pictures of trash and recyclables and glue them into the appropriate category on a worksheet*** * ***group c: Students will read examples of recyclables and trash and write sentences using commas to describe which bin the belong.***  1. ***Partnered Practice (time allotment):***  * *Students will then be paired and asked to share three examples from their independent work. They will then ask: How did you know the item belonged in the green or blue bin?*  1. ***Closing the Lesson (5 min):***  * *Teacher will then find items throughout the classroom and have students tell which bin they belong in.* * *At the end of the lesson, teacher will ask a depth of knowledge question: Is this important and why do you think so? What happens after the items are placed into the appropriate bins?* |
| Assessment: |
| * *Formative assessment: Students K/WL chart will help to guide the next lessons regarding recycling. Independent work will indicate if students were able to sort the items correctly.* |
| additional supports for learning: |
| *Differentiation is mentioned above. The following lesson will use their prior knowledge of recyclables and trash. Students will watch “Plastic Plant” to help them develop background knowledge on what happens after the items are sorted.* |

Scoring Rubric

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| Student Self Evaluation | | |
| I got all of my answers correct. | I did not need any help. | I thought the work was easy! |
| I got some of the answers correct. | I needed some help. | I thought the work was a little bit easy and a little bit hard. |
| I did not get the answers correct. | I needed a lot of help. | I thought the work was too hard! |

After the period ends, each student self-evaluates, by thinking about the answers they got correct, the amount of help they needed and the level of difficulty. These are laminated and kept in their pencil boxes, they circle their opinions in each column.

Teacher scoring Rubric:

All assignments are graded using the rate of accuracy: total number correct over the total number possible. Assignments are also graded using the level of independence demonstrated by the student. Every time a student is prompted including verbally, visually or physically; this is recorded on the work. The level of independence is calculated by the number of questions or problems answered without prompting over the total number of problems.

My students are not typically graded using standard rubrics, however, I have created one for this assignment:

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|  | 1=0-50% | 2=51-79% | 3=80-100% |
| Accuracy | Student did not place the items in the correct bins | Student placed 51-79% of the items in the correct bins | Student placed 80-100% of the items in the correct bin |
| Independence | The student was able to complete less than 50% of the task independently | The student was able to place 51-79% of the items in the bins correctly | The student was able to place 80-100% of the items in the bins correctly |
| Writing | Correct letter formation | Sentences had correct capitalization | Sentences were complete and accurate using commas |